DOCUMENT RESUME

ED 140 195 95 CG 011 802

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TITLE Imaging Futuristic Career Guidance Goals. Coordinator's Guide.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Dec 76
NOTE 24p.; For Participants Workbook, see CG 011 803.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Career Education; Career Opportunities; Coordinators; *Counselors; *Futures (of Society); Leaders Guides; Learning Modules; *Occupational Choice; *Planning; Trend Analysis; *Vocational Counseling; Workshops

ABSTRACT

This Coordinator's Guide accompanies the module Imaging Futuristic Career Guidance Goals. It defines the Coordinator's role from four aspects: setting the tone, setting the pace, facilitating the discussion, and evaluating. Suggestions for preparing and presenting the workshop are offered. The actual text is given in the accompanying module, but for each section the Coordinator is given the goal, suggested time, key points to review, and directions for carrying out the activity. Sections include an overview of the Future-Conscious Career Planner; Future Imaging Skills; Selecting a Preferred Personal Future; Future Adapting Skills; Application; and Evaluation. The workshop is intended to help school and agency guidance personnel learn about and apply futuristic career guidance goals. (Author/BP)

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ED140195

Career Guidance Staff Development

COORDINATOR'S GUIDE

Imaging Futuristic Career Guidance Goals

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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National Consortium on Competency-Based Staff Development

CG 011802

COORDINATOR'S GUIDE

IMAGING FUTURISTIC CAREER GUIDANCE GOALS

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is crucial. It may be thought of from four major aspects.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but should feel alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things up, and this can be planned ahead. If things are going too fast and people are getting lost, slow down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the Module--winding up an activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over--especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the Module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction, nudge them that way when they're not. Judge whether they perform adequately in the

postassessment items, the activities which are part of the assessment (see the "Assessment Criteria"), and the Application. Keep a record of each participant's progress. In general, maintain the quality level of the workshop.

Specific Functions of Coordinator (to be used as a checklist as you go through the Module)

Prior to the workshop:

1. Study the Module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide. It is strongly recommended that you participate in the Module before you lead it with a group.
2. Make sure all needed materials are present for the workshop. Participants will need a few sheets of blank paper. You may want to use a blackboard or newsprint to record group activities to share with the total group.
3. Make sure that room arrangements are appropriate. Since many of the activities are done in small groups, the best arrangement is tables with five or six chairs per table.

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the Module.
2. Establish time limits (lunch, when the day ends) and the schedule for the day, and do your best to stick to them.
3. Follow the instructions in this guide for the following:
   A. Introductory Activity
   B. Introduction: Module Goal, Objectives, Outline, and Glossary.
   C. Session I: Future-Conscious Career Planning: An Overview
   D. Session II: Future Imaging Skills
   E. Session III: Selecting a Preferred Personal Future
   F. Session IV: Future Adapting Skills
   G. Application
   H. Module Wrap-Up

INTRODUCTORY ACTIVITY

Goal: The Introductory Activity is designed to help participants be aware that futures planning can be used to enhance career guidance programs.

Text: (5 minutes)

1. Have participants read the text.
2. Review the following key points for participants:
   - A. Career guidance programs are designed to assist individuals to develop skills, attitudes and behaviors that will facilitate satisfying and successful life-long career development.
   - B. Career development theories are helpful but provide little help in projecting future work/leisure, education and life style trends which will have impact on specific attitudes, skills and behaviors that individuals will need to function in the future.
   - C. Futures planning is a new field which focuses on projecting images of the future, selecting preferred images and developing actions which lead to the preferred future images.
   - D. This Module will provide information and activities to help participants develop skills in using futures planning techniques, in identifying criteria to assess future-conscious career planning and in using these criteria to assess the future-conscious career planning status of particular clients.

Activity: Future Events (6 minutes plus discussion)

1. Review the "Future Events" form with participants and be sure that they understand the form. Give examples of future developments, such as shortened work week, communal living, formal education at home through mass media.
2. Have the participants complete the "Future Events" form. Allow three minutes for each section.
3. Have each participant share one general future development and one personal change with the total group.
4. After each participant has shared with the group, ask whether it was easier to list general developments or personal changes.
5. Discuss with the group the idea that it is usually easier to think about the future in terms of general developments than in terms of personal changes.
6. Stress the fact that although the Module may seem at first to be abstract or theoretical, personalization becomes more apparent as participants proceed through the activities.

INTRODUCTION

MODULE GOAL, OBJECTIVES, OUTLINE AND GLOSSARY

1. Module Goal and Objectives (5 minutes)
   A. Have participants read the Module Goal and Module Objectives.
   B. Explain that this is the first of two Modules to help participants utilize future trends data in developing Future-Conscious Career Guidance Programs. The second Module in this series builds on learning from this Module and relates to "Imaging Futuristic Career Guidance Programs."
   C. Explain that this Module is designed for counselors or for students in pre-service training programs who have had previous exposure to career development theories and to sources of educational-occupational information.
   D. Explain that the Module assumes that the participant is not familiar with the area of futurism and is designed as an orientation to helping him/her understand futuristic data, use these data in developing career guidance goals, and feel more comfortable with the use of futuristic data.
2. Module Outline (5 minutes)
   A. Have participants review the Module Outline.
   B. Tell participants that they will be involved in four sessions. Each of these sessions presents basic information in the text and provides an activity to help the participant apply the text information to the given activity. There will also be an Application in which the participant can apply basic learnings of the Module. The four sessions are:
      1. The Future-Conscious Career Planner: An Overview
      2. Future Imaging Skills
      3. Selecting a Preferred Personal Future
      4. Future Adapting Skills
3. Glossary (5 minutes)
   A. Have participants read the Glossary. Discuss each term briefly.
   B. Answer any questions participants have about the meaning of the terms in the Glossary. Indicate that the meanings will become much

clearer as participants progress through the Module, and that participants may wish to refer to the glossary, as needed.

THE FUTURE-CONSCIOUS CAREER PLANNER: AN OVERVIEW

Goal: This session is intended to help participants understand the characteristics of a Future-Conscious Career Planner. The model provides a basis for the other Module sessions.

Text: (15 minutes)

1. Have the participants read the text on "The Future-Conscious Career Planner."
2. Have the participants look at the "Future-Conscious Career Planner" model while you review the following key points:
3. A. The "middle term" future is most helpful for planning.
   B. Future planning helps shape the future in desired directions.
   C. Future planning feeds back to affect present behavior.
   D. The "Future-Conscious Career Planner" is characterized by: (1) future time perspective, (2) future imaging skills, (3) future-focused role image and values, (4) ability to select preferred personal alternatives, and (5) future adapting skills.
3. Tell participants that they will now participate in an activity to see if they were a Future-Conscious Career Planner.

Activity: Were You a Future-Conscious Career Planner? (30 minutes)

1. Have participants turn to the activity, "Were You A Future-Conscious Career Planner?"
2. Have participants form groups of three. If necessary, some participants may work in groups of two.
3. Tell participants to work alone and complete the "Was I a Future-Conscious Career Planner?" form. (10 minutes) Tell them to work rapidly and not get bogged down in any of the sections. With younger or pre-service participants, three or four years ago may be more appropriate.
4. Give some examples from your own life to help participants get started and provide a model for them to emulate. You will want to have prepared your thoughts on this topic ahead of time. Tell participants to share the information on their form with the other member(s) of the group. Have participants focus on

how their current life situations are similar to or different from their images of ten years ago. They should also note the extent to which each group member seemed to be a "Future-Conscious Career Planner." (15 minutes)

6. Summarize for the total group by reviewing Item III. Point out that the Future-Conscious Career Planner would probably respond to the items as follows: (1) SA-A, (2) D-SD, (3) D-SD, (4) SA-A. (5) D-SD, (6) D-SD, (7) D-SD, (8) D-SD, (9) SA-A.

FUTURE IMAGING SKILLS

Goal: This session is intended to help participants become aware of future trends and needs in the area of work/leisure, education, and life style; develop an understanding of future imaging skills; and practice future imaging skills.

Text: (15 minutes)

1. Have participants read the text on "Future Imaging Skills."
2. Review the text by stressing the following points:
   A. The Future-Conscious Career Planner has future imaging skills which s/he uses continuously to image "middle term" future alternatives.
   B. Future imaging is the process of using future trends data to generate an array of possible future alternatives. It uses rational-creative methods.
   C. Future imaging differs from current career planning models because it focuses on a more distant future, results in the generation of new options, and assumes that the individual will need to create these new options.
   D. When working with clients, these four questions can be used to assess their future imaging skills: (1) Does the individual use a future time perspective? (2) Does the individual use future trends data? (3) Does the individual generate a broad array of alternatives? and (4) Is the individual creative in generating new alternatives?
3. Encourage participants to ask questions about the text materials. Check to be sure they understand the criteria questions.
4. Tell participants that they will now participate in an activity to practice future imaging skills.

Activity: Future Imaging Conference (80 minutes)

1. Have participants read the description of the activity.
2. Be sure that they understand that they are experts attending a conference to generate a comprehensive list of possible future alternatives for dissemination to counselors.

3. Round 1: (10 minutes)
   A. Have participants work alone.
   B. Have them read the "Future Trends," "Needs," and "Alternatives" in the area of work/leisure.
   C. After they have finished reading, have them list one new (not already presented) alternative in the work/leisure area on the "Round 1, Number 1" section of their "Future Alternatives" sheet. These alternatives may exist now and may already be utilized by a small number of people.
   D. Then have participants read the "Future Trends," "Needs," and "Alternatives" in the area of education, again recording one new alternative in "Round 1, Number 2" on the "Future Alternatives" sheet.
   E. Finally, participants do the same thing with the life style area.
4. Round 2: (15 minutes)
   A. Have participants form pairs (if necessary, three people may meet together .
   B. Have them review each other's three alternatives from "Round 1." Have them use the following criteria to decide whether each of the three alternatives is acceptable: Is the alternative compatible with the future trends data? Does it respond to one of the future needs statements? If the alternative does not meet the criteria, it should be modified or adapted--or perhaps crossed off the list.
   C. Have each participant record alternatives (that meet the criteria) which others have listed on the "Other Future Alternatives Suggestions" section of his/her sheet.
   D. Have each pair or triad work together to generate three new alternatives in each area. Have them list these alternatives on the "Round 2" section of the "Future Alternatives" sheet.
5. Round 3: (15 minutes)
   A. Have each pair of participants meet with another pair (if necessary, three pairs may meet together).
   B. Have each pair review the other pair's three alternatives using the same criteria as in "Round 2." Alternatives that do not meet

the criteria should be changed or crossed out.

C. Have each participant record any acceptable alternatives which s/he does not already have on his/her sheet on the "Other Future Alternatives Suggestions" section.

D. Have the group of four generate three new alternatives. Have them list these alternatives on the "Round 3" section of the "Future Alternatives" sheet.

6. Round 4: (15 minutes)

A. Have each group of four meet with another group of four (three groups may combine if necessary).

B. Have each group of four review the other group's three alternatives using the same criteria as in "Round 2."

C. Have each participant record any acceptable alternatives which s/he does not already have on his/her sheet on the "Other Future Alternatives Suggestions" section.

D. Have the group select a recorder to report all alternatives to the total group.

7. Round 5: (15 minutes)

A. At this time, each participant should have recorded both the alternatives s/he helped to generate and the acceptable alternatives s/he has heard from others on his/her "Future Alternatives" sheet.

B. Have the recorder from each group of eight read his/her total list of alternatives. While each reports, participants who were not in that group should add new alternatives to their list.

C. At the conclusion of this activity, each participant should have the total list of alternatives accepted at the conference.

D. Tell the participants that this is an example of using the rational-creative process to generate future alternatives. Alternatives have been evaluated and more alternatives have been generated because a number of people has been involved in the future imaging process.

8. As a final step in this activity, participants should review all the alternatives that they have generated or that they have recorded from the

ideas of others. They should choose seven that seem to have the most meaning for them personally or that they would like to explore further. These should be recorded at this time in Part I of the "Future-Conscious Career Plan" in the Application on page 45.

SELECTING A PREFERRED PERSONAL FUTURE

Goal: This session is intended to help participants become aware of the process of selecting preferred personal future alternatives using a future-focused role image and future oriented values and to provide an opportunity to practice developing a future-focused role image and future oriented values.

Text: (15 minutes)

1. Have participants read the text on "Selecting a Preferred Personal Future."
2. Review the text by stressing the following points:
   A. A Future-Conscious Career Planner has skills in selecting preferred personal future alternatives using a future-focused role image and future-oriented values.
   B. Selecting preferred personal future alternatives is based on a clear future-focused role image and on an examined set of future oriented values.
   C. A future-focused role image is an image of self projected into the "middle term" future. It is an image of "What I want to be like in the future."
   D. Future oriented values are values which have been examined in light of future trends data and future alternatives. These values may be values currently held by the individual, adaptations or modifications of presently held values, or new values. They provide the basis for assigning personal importance to future alternatives.
   E. The process of selecting preferred personal alternatives differs from existing career planning models because it stresses a future-focused role image, future oriented values and selection of future alternatives.
   F. When working with clients, these six questions can be used to assess their skills in selecting preferred personal alternatives: (1) Does the individual examine his/her current values in light of future trends data? (2) Does the in-

dividual list a working set of future oriented values? (4) Does the individual have a clear view of him/herself in the future? (5) Can the individual describe preferred personal future alternatives which are consistent with his/her future oriented values and future-focused role image? and (6) Does the individual have a positive view of his/her personal future?

3. Encourage participants to ask questions about the text materials. Check to be sure they understand the criteria questions.
4. Tell participants that they will now participate in an activity to practice developing a future-focused role image and future oriented values.

Activity: Your Values Are Clear But What If...? (45 minutes)

1. Have participants read the description of the activity.
2. Have participants meet in small groups of three or four persons.
3. Have participants read "College Reunion: 1988 - Future-Focused Role Images." Have each participant select a role. It is best if participants in a group select different roles; but if the participants wish, two can select the same role.
4. Have each participant work alone and think about his/her future-focused role image in terms of: (1) current 1976 values which will be appropriate, (2) new values which will be adopted, and (3) his/her feelings about the future-focused role image s/he is playing. Have each participant record his/her thoughts on the "Before Role Play" sections of Part I of the "Future Focused Role Image Reaction Form." (5 minutes)
5. Have each small group role play the reunion by discussing their roles and clarifying for each other their values and feelings about their roles. (15 minutes)
6. When the role play is over, have participants work alone to complete the "After Role Play" sections of Part I of the "Future Focused Role Image Reaction Form." (5 minutes)
7. Have each participant review the seven future alternatives that s/he recorded in Part I of the "Future-Conscious Career Plan" on page 45 in the Application. Have the groups brainstorm possible future oriented values appropriate for these future alternatives.

As they brainstorm, have each participant record suggestions on Part II of his/her "Reaction Form." (10 minutes)

8. Have each group share three future oriented values with the total group.
9. Now have participants turn to the "Future-Conscious Career Plan," Part II, on page 45 in the Application. They should record three current values and three possible new values derived from the brainstorming in that section.

FUTURE ADAPTING SKILLS

Goal: This session is intended to help participants become aware of future adapting skills and to practice identifying these skills in a role play situation.

Text: (15 minutes)

1. Have participants read the text on "Future Adapting Skills."
2. Review the text by stressing the following points:
   A. The Future-Conscious Career Planner uses future adapting skills to implement selected preferred personal future alternatives.
   B. Future adapting skills include setting "middle term" future goals; developing skills, attitudes, and behaviors needed to implement these goals; and developing skills in influencing social-environmental conditions to make future goals possible.
   C. These skills differ from existing career planning models because of the focus on the "middle term" future, and on skills needed to modify social-environmental conditions.
   D. When working with clients, these four questions can be used to assess their future adapting skills: (1) Does the individual set "middle term" future goals which will lead to his/her preferred personal alternatives? (2) Can the individual translate his/her "middle term" future goals into needed skills, attitudes and behaviors? (3) Does the individual show motivation in identifying and participating in experiences which develop these skills, attitudes and behaviors? and (4) Can the individual describe social-environmental changes needed to implement "middle term" future goals and develop strategies to influence these changes?
3. Encourage participants to ask questions about the text materials. Check to be sure they understand the criteria questions.
4. Tell participants that they will now participate in an activity to practice identifying future adapting skills.

Activity: But How Did You Get There? (45 minutes)

1. Have participants read the description of the activity.
2. Have participants meet in the same small groups as in the last activity.
3. Have participants work alone and read "College Reunion: 1988 - Future Adapting Skills." Be sure they keep the same role they played in the last activity. After they have thought about the two points, have them record their ideas on Part I of the "Future Adapting Skills Reaction Form." (5 minutes)
4. Have each small group role play the reunion by discussing what has happened to them since they left college. Have them focus on sharing new attitudes, skills and behaviors which they have developed and strategies which they have used to influence social-environmental conditions. Have group members suggest other future adapting skills which each member might have used. (15 minutes)
5. Have participants work alone to respond to Part II of the "Future Adapting Skills Reaction Form." Have them record the adapting skills that are relevant personally which others in their group have suggested. (5 minutes)
6. Have each participant again review the seven alternatives which s/he recorded on the "Future-Conscious Career Plan," Part I, page 45 of the Application. Have the group brainstorm possible future adapting skills which are needed to implement the future alternatives for each participant. As they brainstorm, have participants record suggestions on Part III of the "Future-Conscious Career Plan," page 46 of the Application. (10 minutes)
7. Have each group share three future adapting skills with the total group.

APPLICATION

Goal: The goal of this Application is to have participants apply all Future-Conscious Career Planning goals described in the Module to develop a Future-Conscious Career Plan.

Directions: (60 minutes)

1. Have participants select a partner to work with during the Application. If necessary, three people may work together but it is preferable to work in pairs. The times given are approximate, and you should feel free to adjust times to group progress.
2. Have participants develop an image of a person they would like to role play. This person can be themselves or someone else. Stress the idea that participants should share only that information which they wish to share. If persons play themselves in the interview, they may be uncomfortable if they are asked to disclose too much personal information. The activity will be more meaningful, however, if participants choose to be themselves.
3. Have each participant read the "Goals of Future-Conscious Career Planning" and complete the "Future-Conscious Career Plan" for the role s/he is playing. (20 minutes)
4. Role Play Activity.
   Round 1: Have one participant be the interviewee and the other be the counselor. Have the counselor use the "Structured Counseling Interview" form to interview the person about his/her "Future-Conscious Career Plan."
5. Round 2: Have participants reverse roles and repeat the same activities as for Round 1. (20 minutes)
   After both interviews have taken place, have each counselor complete the "Future-Conscious Career Plan Evaluation Form" and give feedback to the other person. (20 minutes)
5. Collect the "Future-Conscious Career Plan Evaluation Form" for each participant. Be sure that names are on the forms. These forms will provide the evaluation for Objectives 3, 4 and 5.

EVALUATION CRITERIA

1. Objective 1

1.	F	6.	T
2.	T	7.	T
3.	F	8.	F
4.	T	9.	F
5.	F	10.	T

Evaluation Criteria: Participant must have 8 of the 10 items correct.

2. Objective 2

1.	B	9.	A
2.	A	10.	B
3.	B	11.	A
4.	B	12.	B
5.	A	13.	B
6.	B	14.	A
7.	A	15.	B
8.	B		

Evaluation Criteria: Participant must have 12 of 15 items correct.

3. Objective 3

Evaluation Criteria: Participant must receive at least three A or B ratings on the "Future Imaging Skills" section of the "Future-Conscious Career Plan Evaluation Form" in the "Application."

4. Objective 4

Evaluation Criteria: Participant must have at least four A or B ratings on the "Selecting Preferred Personal Future Alternatives Skills" section of the "Future-Conscious Career Plan Evaluation Form" in the "Application."

5. Objective 5

Evaluation Criteria: Participant must have at least three A or B ratings on the "Future Adapting Skills" section of the "Future Conscious Career Plan Evaluation Form" in the "Application."

MODULE WRAP UP

Goal: Administer the Postassessment, describe References, and answer any final questions which the participants have.

Directions: (20 minutes)

1. Have participants complete the Postassessment.
2. Describe the References to participants.
3. Discuss briefly any questions which participants have about the Module.